

Guide for Review of Youthbuild Program Progress			
Name of Grant Recipient:			
Staff Consulted (Name and Title):			
Date of Grant Agreement (signed by HUD):		Grant Number:	
Program Start Date:		Program End Date:	
Name(s) of Reviewer(s):		Date:	

NOTE: All questions that address requirements contain the citation for the source of the requirement (statute, regulation, NOFA, approved application, contract or grant agreement). If the requirement is not met, HUD must make a finding of noncompliance. All other questions (questions that do not contain the citation for the requirement) do not address requirements, but are included to assist the reviewer in understanding the participant's program more fully and/or to identify issues that, if not properly addressed, could result in deficient performance. Negative conclusions to these questions may result in a "concern" being raised, but not a "finding."

Instructions: This Exhibit is designed to evaluate the Youthbuild grant recipient's progress in meeting its program goals, given the length of time since grant award. This Exhibit is to be completed using the approved Application as your reference, including the Program Outcome Logic Model (HUD-27061). The Logic Model contains the following program outcomes:

- (1) number of participants enrolled in the program;
- (2) number of participants who graduate;
- (3) number of housing units constructed;
- (4) number of housing units rehabilitated;
- (5) number and percent of GED's or certificates attained by participants (for percentage calculation: numerator=the number of participants who attain a diploma, GED, or certificate; denominator=those who are participating in the Youthbuild program);
- (6) number and percent of graduates placed in employment or education (for percentage calculation: numerator=the number of graduates who have entered employment or enrolled in post-secondary education; denominator=the number of graduates from the Youthbuild program);
- (7) number and percentage of participants who made literacy and numeracy gains (measures the increase in literacy and numeracy skills of participants through a common assessment tool administered at program registration and regular intervals thereafter; for percentage calculation: numerator=the number of Youthbuild program participants who increase one or more education functioning levels; denominator=the number of Youthbuild program participants who have completed a year in the program);
- (8) efficiency or annual cost per participant (numerator=grant amount; denominator=number of Youthbuild participants).

HUD Form 40201, Part 5, Semi-Annual Progress Report, should also be referenced if monitoring is conducted prior to closeout. Part 7 of this form, the Performance Evaluation Report (Final Report), should be referenced if monitoring is conducted at, or after, closeout.

Questions:

1.

a. How many program cycles are there?

Describe Basis for Conclusion:

b. How many participants are enrolled?

Describe Basis for Conclusion:

2.

At what point in the grant cycle is this monitoring being conducted? (Note: # of months of grant=30. The cycle is the time period and activities that the grant recipient proposes within the grant year term – as described in the application.)

Describe Basis for Conclusion:

3.

Since the inception of the grant, have any program changes been made (per 24 CFR 585.404)? (If yes, list the amendments, dates executed, and briefly describe the reasons for the amendments.)

☐

Yes

☐

No

Describe Basis for Conclusion:

4.

a. If this monitoring is being conducted upon grant closeout, does the number of program graduates equal or exceed the number of graduates proposed in the Grant Application?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Yes	No	N/A
Describe Basis for Conclusion:			

b. If the answer to “a” above is “no,” what is the shortfall and the reasons for the lower number? (Note: This response becomes relevant with respect to future awards to this grant recipient.)
Describe Basis for Conclusion:

5.

a. Does the number and percent of program participants who attain GEDs or certificates through this Youthbuild grant equal (or exceed) the number proposed in the original Grant Application (and any amendments, if applicable)?	<input type="checkbox"/>	<input type="checkbox"/>
	Yes	No
Describe Basis for Conclusion:		

b. If the answer to “a” above is “no,” how many fewer participants attained GEDs or certificates and what are the reasons for the lower number? (Note: This response becomes relevant with respect to future awards to this grant recipient.)
Describe Basis for Conclusion:

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Youthbuild Program

6.

a. Does the number and percent of program graduates who have found employment through this Youthbuild grant equal (or exceed) the number proposed in the Grant Application and/or amendment(s)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Describe Basis for Conclusion: <div style="height: 40px; border: 1px solid black;"></div>	

b. If the answer to “a” above is “no,” how many fewer graduates are employed and what are the reasons for the lower number? (Note: This response becomes relevant with respect to future awards to this grant recipient.)
Describe Basis for Conclusion: <div style="height: 40px; border: 1px solid black;"></div>

7.

a. Does the number and percent of program graduates in post-secondary education equal (or exceed) the number anticipated in the Grant Application and/or amendment(s)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Describe Basis for Conclusion: <div style="height: 40px; border: 1px solid black;"></div>	

b. If the answer to “a” above is “no,” how many fewer graduates are in higher education and what are the reasons for the lower number? (Note: This response becomes relevant with respect to future awards to this grant recipient.)
Describe Basis for Conclusion: <div style="height: 40px; border: 1px solid black;"></div>

8.

a. Does the number and percent of participants who made literacy and numeracy gains equal (or exceed) the number anticipated in the Grant Application and/or amendment(s)?	<input type="checkbox"/> <input type="checkbox"/> Yes No
Describe Basis for Conclusion: 	

b. If the answer to “a” above is “no,” how many fewer made literacy and numeracy gains and what are the reasons for the lower number? (Note: This response becomes relevant with respect to future awards to this grant recipient.)
Describe Basis for Conclusion:

9.

[OS] a. Do the number of newly constructed completed residential housing units equal (or exceed) the number stated in the Grant Application and/or amendment(s)?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yes No N/A
Describe Basis for Conclusion: 	

b. If the answer to “a” above is “no,” how many fewer units have been completed and what are the reasons for the lower number? (Note: This response becomes relevant with respect to future awards to this grant recipient.)
Describe Basis for Conclusion:

10.

[OS] a. Does the number of completed rehabilitated residential housing units equal (or exceed) the number stated in the Grant Application and/or amendment(s)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Describe Basis for Conclusion: 	

b. If the answer to “a” above is “no,” how many fewer units have been completed and what are the reasons for the lower number? (Note: This response becomes relevant with respect to future awards to this grant recipient.)
Describe Basis for Conclusion:

11.

[OS] a. Does the number of newly constructed transitional housing units equal (or exceed) the number stated in the original Grant Application and/ or amendment(s)?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Describe Basis for Conclusion: 	

b. If the answer to “a” above is “no,” how many fewer units of new construction were completed at the time this monitoring was conducted and what are the reasons for the lower number? (Note: This response becomes relevant with respect to future awards to this grant recipient.)
Describe Basis for Conclusion:

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12.

Is the grant recipient's program structured so that 50% of each participant's time is spent in on-site training and 50% spent in educational training? [24 CFR 585.3(e)]	<input type="checkbox"/> Yes <input type="checkbox"/> No
Describe Basis for Conclusion:	